



Dance Team Auditions Page 8



A Sustainable Campus Page 5

The Hottest Topic!
Controversy looms large over the University Language Requirements

ULR's Page 2



otterRealm

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Working to Build a Sustainable Campus & Community

by Audrey Ciccone

Society can not live outside of nature. In fact, for the two to survive they must co-evolve, developing a culture of their own. It was a comment Dr. John Stamm made very much like this at an early master planning meeting last February that gave rise to a task force of students, faculty and staff who share a common mission. That mission is a sustainable campus and community.

Innovative. Proactive. Visionary. Dedicated. All of these words can be used to describe the work being done by the Sustainability Task Force, a sub task force of the Master Planning Committee. Yet some may wonder just who is this task force who is constantly talking about sustainable building design, recycling and the campus waste stream, composting and organic gardens and energy efficiency.

This year's Faculty Chair is Dr. Loraine V. Lomax who teaches Ecological Economics and Natural Resource Management and Economics. Trisha Lord of Facilities and Planning has been the task force's main liaison between the academic community and the planning community. Also involved is Dr. Rick Kvitek who teaches courses in GIS and Basic and Applied Ecology, as well as Dr. Suzy Worchester who teaches courses in Field Ecology and Environmental Sciences. Each of these professors and professionals brings exceptional knowledge to the task force while also providing valuable mentorship.

The ultimate objective is to help educate our community in how to take a intergenerational and intragenerational approach towards environmental stewardship, gender and cultural equity, ecologically sound business practices and a holistic attitude towards the quality of life we have. It just doesn't make sense to only ask the group to address problems since the outcome effects so many aspects of each of our lives. This is an integrated systems approach and that requires the involvement of all the stakeholders on campus. That is why we are hoping to involve as many disciplines as possible in the near future. Our success as a task force and a community will really hinge on this.

When you look at the nuts and bolts of our university you can see why this is a great platform from which to start. The university

is a place to develop and strengthen human capital, which is knowledge, culture and learning. The university is also a business which must stay economically sound to sustain. We you look at the university in relation to the entire Monterey County, you can see that we are situated in a region which has taken great strides to protect the environmental capital which surrounds us. The Marine Sanctuary and some of the most pristine stands of native grasses in our own backyard are just a few examples.



Education & The Bottom Line: A Sustainable Approach

Yet the question we need to address is: Can this university sustain itself on its current track, or is there room for improvement. Given that usually there is room to become more efficient, we would have to agree on the latter. What really reinforces the feasibility of sustainable development is not only that we become more efficient in how we use environmental capital, but in the long run how this university will save a tremendous amount of money by taking a sustainable approach.


When you look at other schools nationally that have accomplished this—Brown, George Washington and Princeton to name a few—the savings have been phenomenal. At certain schools, it has been hundreds of thousands of dollars per year. At New College in Sarasota Florida conservation methods where taken to retrofit shower heads, toilets, faucets and to improve the efficiency of the lighting, heating and cooling systems which in turn saved the university approximately \$111,781 in the first year of their conservation program. At Rhode Island Institute of Technology the fluorescent light were replaced with new eco-efficient models which saved the school \$24,461 per year and reduced their electric use by 325,938 kilowatts annually.

Given that the funding for our school will decrease in the very near future, this appears to be a mechanism for keeping the university as economically sound a possible. Sustainable

See "Campus and Community" on page 3

University Learning Requirements

By Tera Marshall

The Faculty Senate has been discussing the collaborative improvement of various proposals that deal with myriad aspects of the structure and implementation of the University Learning Requirements (ULR) system. The meetings have been held the past few Wednesdays at noon, at the meeting hall. Members of the Faculty and the Senate members have voted, put forth amendments and queried new proposals. Student representatives from student voice have been present at these meetings. The ULR system is one that concerns every student who is attending CSUMB, it might be worthwhile if not interesting for other students to come and observe. The Faculty Senate meets ever Wednesday. For additional information please contact Dr. Richard Harris. 

In This Issue

ULR Controversy	2
Letters to the Editor	2
Otter Realm Deadlines/Policies	4
Computer Viruses	4
A Model for Sustainability	5
Green Campus	5
Map of CSUMB Campus	6-7
Dance Team Auditions	8
A Perspective by Jo Ann Cannon	9
New in HCOM	9
Horoscope	10
Multicultural Comedy Night	11
Calendar of Events	12



Language Requirement Controversy

By Jennifer C. Wilson



here exists tremendous controversy and numerous misconceptions about many things here at CSUMB, one of which is the Language University Learning Requirement. The Language University Learning Requirement (ULR) was designed to fit within the vision statement of CSUMB which states: "The identity of the university will be framed by

substantive commitment to multilingual, multicultural, gender-equitable learning. (It)... will invest in languages and cross-cultural competence..." This is one of the factors that differentiates CSUMB from other CSU campuses. The goal, upon completion of the language requirement, is to be at a skilled level of competence or "survival skills," as Donaldo Urioste, director of World Languages and Cultures

puts it. According to the student handbook, one should be able to "communicate with native speakers of a language other than English...successfully demonstrate intermediate-mid proficiency levels in speaking, listening, reading, and writing." Juniors and seniors who transfer before fall semester, 1997 with their 4/5 requirements met, must demonstrate oral proficiency and literacy in a language other than English, such as third semester competence. This can be fulfilled by completion of the third semester of language or by demonstrating Novice-high level of proficiency as described by the American Council on the Teaching of Foreign Languages, which CSUMB has adopted as guidelines. Freshmen and sophomores are required to be at the intermediate-mid level of proficiency upon the assessment which is to be given toward the end of the student's academic career. These are the guidelines for all languages, with the exception of category-four languages such as Japanese, Korean and Chinese which are not written in Roman Alphabet characters, and are at a more difficult level than the others.

Ideally, every student would be happy and comfortable with their completion of their language assessment, but unfortu-

nately, not all are. Many students find they are unprepared for the assessment, even though they go into the assessment confident that they are bilingual enough to pass. But it doesn't always happen.

Cari Maher lived in Brazil for four years prior to coming to CSUMB. There, her language was primarily Portuguese. She took her assessment last semester, during finals week. Although she passed with a superior rating, she was not

completely comfortable with the process. Unfortunately, the assessors who came from the Defense Language Institute (DLI), whom she said were very nice, spoke Portuguese from Portugal, not Brazil. "I would have waited a year to get assessed in Portuguese from Portugal, n Brazil had I known what to expect," she said. She was asked to translate newspaper clippings from Brazil, and

answer questions about the content. She was also involved in a conversation in Portuguese. Although she felt she was unprepared for the assessment, she did very well. She was never given information of what was going to be on the test, and wants to see consistency in the testing of all students

Human Communication major, Jesse Lewis, attempted to assess from American Sign language. Jesse has been a native speaker of Sign Language all his life yet felt there was too much emphasis on culture and it was not a test that anyone could have passed after three or four semesters of ASL.

Another student, who wishes to remain anonymous stated that, "the Language Assessment I took should have focused more on whether I could communicate with a native speaker of that language. A part of the assessment focused on some rather bizarre grammar stuff I had never heard of, nor seen of in my life, and I happened to be a native speaker of that language."

Yolanda Garza, a student of Human Communications assessed out of Spanish. She felt the test was not difficult, but the environment was not comfortable. She

Currently, many of the ULR's are being reviewed by a committee to work out any kinks they have found.

The committee has proposed a Summer Language Institute, study abroad programs, a language learning lab, and more faculty in the language instruction.

Teach the Importance of Literature, Reading and Comprehension

Letters to the editor

Dear Editor:

There has been a lot of discussion on the changes that are about to come at our university. Change is always present, sometimes good, sometimes bad. I was fortunate enough to attend a recent meeting with the University Learning Requirement Committee where one of the many topics discussed was the abolishment of the Literature ULR. I was appalled and I spoke up. I told the committee, as now I tell you the readers, how I feel, as both a student and a mother how important reading and literature is to our society and education.

I was fortunate enough to grow up in an atmosphere with many books piled high to the ceiling in my family living room. My mother, with a master's degree's in History, Spanish and English, and my father a systems analyst for the county, never went a day without reading. I learned to read at the age of three, and never stopped. But now I find that I was lucky. Lucky to have the support of my family and my educators to further my love and enjoyment for literature. I am now a mother of a two-year-old girl, who luckily loves to read, but as my husband and I starting reading to her I noticed that my 26-year-old husband could not read. I should say he can read but has difficulty with even elementary level books. He has his high school diploma, went through two years at junior college, but as he will admit he can't read. This saddens me. How is it that a student can slip by, graduate for high school and not be able to read!

Literature not only enriches the imagination, lets you explore new worlds and cultures, strengthens the vocabulary, but teaches you to analyze and delve into other people's thoughts and beliefs. I know I would not be who I am today, if it were not from the wisdom of these books. Yes, in most classes taught in school, there is reading, but to what degree and thought provoking level.

I have attend other universities, where the same boring general education requirements are upheld. But, can we as a society recognize how many people in the country are illiterate? Why not start now? If we want our students to be current in technology, be semi-lingual in other languages and participate in community involvement, why not make sure that our students have some knowledge of literature? This is not too much to ask, we can't always take the easy way out. There are many genres of literature, depending on whom you may talk to, but who can deny the important or value of the written word?

Those at a university must teach the importance of literature, reading and comprehension and that this generation of students may pass on to the next.

Jennifer C. Wilson

said that the students were seated at a microphone while wearing headphones and their answers were recorded on tape. She said it was awkward at times to come up with ideas in a quick amount of time, and it was not conversational. As part of the assessment she was told that she was to pretend that she was to give a speech, then she was instructed to give the speech right then, without time to prepare or a speech topic given to her.

One of our illustrious Professors, Tomas Kalmar, has a different idea than that of the university. He disagrees with

the methods in which the language ULR is taught. He feels that students should be able to communicate with each other and native speakers of the language in which they wish to learn. He also feels that all people learn to speak language differently. He states, "We have only one pathway, there needs to be many pathways available" for students to learn. If students could hang out in a bilingual environment, they would learn the necessary communicative skills for that language.

See "Controversy" page 8

Campus & Community

Continued from page 1

development at CSUMB will also help insure that we receive the highest level of education possible. If we encourage the administration to implement practices like these at CSUMB, the money saved can be funneled back into the education we receive and the resources provided to us, as well as the students who will follow us.

The Campus Waste Stream and CSUMB's Economic Vitality

Most recently, the Sustainability Task Force was involved with a campus waste audit in conjunction with Ecology Action of Santa Cruz. The task force was very fortunate last semester to forge a relationship with this non-profit group and was able to utilize their services pro-bono. The task force generated a report which identifies some of our largest areas of waste.

The focus of this audit was the MLC, Dining Commons and ESSP Building. Some of the findings are obvious, such as the food waste in the Dining Commons and the high grade white paper that is prominent on campus. What was most beneficial from this study was how we were able to obtain a starting point for future work. The report also gave insight as to how we can reduce our waste stream at present, which will in turn lead to a financial savings. This is based on the premise that a reduction in overall waste will also reduce the size of dumpsters we will need to support our trash, which therefore will cost the university less money. This audit also coincided with the ESSP Perspectives Green Campus Project.

This task force also has a strong record of identifying ways in which the university can become efficient in other areas. They have spent many hours coming up with a comprehensive "wish list" for sustainable development. The task force believes that these ideas will help the campus move towards a more sustainable future, not only environmentally, but economically as well. This list ranges from campus procurement, implementing gray water usage, composting, full spectrum lighting, to using frogs to help keep the fly population down, a very creative form of integrated pest management. Yet given that building out is at the forefront of CSUMB's agenda, perhaps one of the most intriguing questions this task force has asked is 'how are we to construct buildings and develop our campus while leaving the smallest footprint'.

Building Bridges in the Community

So far the response from the outside community regarding this task force has been overwhelmingly positive. People are very excited and want to be involved. Many times, organizations like ours can be perceived as a financial drain. We are trying hard to avoid this. We recognize that our success is contingent upon our economic viability. Many leaders in the field of sustainable development will be and have been asked to bring their insights and technologies to our campus. This will be done on the basis that it is a donation towards the students of today and tomorrow. Because of this, CSUMB will be on the cutting edge of what a college can accomplish and others will want to be part of this new model for the future. This is very positive for our task force and our community.

University Center: Moving Towards a Model of Sustainability

Late last year a beta site building was awarded to the task force so we could demonstrate exactly what was entailed to build a sustainable building and community. The task force initially looked into acquiring one of the Hammerheads on Sixth Avenue for the test site, but this did not come to fruition. The task force began to scout a new site and early last semester the choice was made, University Center, a.k.a. The Pomeroy. When we began to discuss this as our site it became evident as to why University Center was such a well suited choice. We also brought our proposal to the Student Voice who supported our ideas and concepts as well.

Situated on a high point, the building lends itself beautifully to solar access, dew collection from the roof top and natural ventilation from the winds that blow. It will also eventually become the main meeting place where students can converge to visit, eat and study. The task force felt that it was a perfectly suited place to begin the culture and awareness of sustainability on a large scale here at CSUMB.

Currently, Rick Kvitek and the task force is working with Trisha Lord, David Salazaar and Sally Louie of Facilities and Planning to help determine the parameters we wish to see the architect incorporate into their designs. Bids went out last month to hire an architect that is qualified to incorporate sustainable design into the plan. Out of the 12 proposals that went out we received six bids. The field was narrowed down to four firms and we are now deciding on the final candidate. This chosen architect will

be working with the Steinberg Group which has also expressed a desire to continue to work with this task force as has Facilities and Planning. This relationship between our task force, Facilities and Planning, the Steinberg Group and the architect will become a primary mission of the Sustainability Task Force. If all goes according to plan, everyone should be on board by the middle of March.

Some of the Sustainability Task Forces' more innovative ideas for University Center include using recycled carpeting that the school rents from a distributor who provides the care for the carpet, replaces worn parts and will recycle the used carpet into new carpet. Other ideas include the use of wetland type formation in the parking lot to help filter pollution before it enters the ground and water system, organic gardens and mini farms which will grow the food for University Center and a composting center which will handle our green waste, a real cradle to grave approach. Eventually, a command center will be built in the front which will indicate how much energy we are saving or producing and current levels of water consumption and conservation. The task force was able to come up with a fairly comprehensive list and will be presenting its ideas to the campus via a poster session some time around this year's Earth Day celebration.

We are also going to try very hard to make this building a piece of art that reflects the multidimensional aspects that make up our campus. This building will conceptually be alive. It will bend, flex and respond with our activities. When you look at the big picture of sustainable building design, it is usually most sustainable to retrofit buildings instead of starting from scratch, so you could argue that we are already off to a good start. **OR**

Sustainability: Looking Towards the Future

Since the University Center will be an ongoing project, the Sustainability Task Force has (see main story on page 1, continued on page 3) decided to tackle the green waste in the Dining Commons by starting a composting and organic garden project this semester. We have already received donations of recycled telephone poles to use as the beds for the gardens. The task force is hoping to have the demonstration garden and composting program up and running by Earth Day.

This is a very driven group with many irons in the fire. What we really need though is to increase participation from all campus stakeholders, which means students, faculty, centers and staff. Many people only want to be involved in a one shot deal, but just by being here, we hold a responsibility to the students who will follow and that ultimately requires a more long term commitment. We need to begin taking a "seven generations" approach to our communities and campus. Who knows maybe someday your grandchild may want to attend your alma mater; the work we do now will ultimately determine what we leave behind for them. **OR**



Because we recognize that our success is contingent upon our economic viability, any leaders in the field of sustainable development will be, and have been, asked to bring their insights and technologies to our campus.

Otter Realm Deadlines & Policies

Spring Semester, 1997

The Otter Realm will be available:

March 31
April 14
April 28
May 5
May 19
June 16

Articles, artwork, columns, cartoons, letters and regular features must be submitted no later than:

March 20
April 1
April 11
April 25
May 5
June 4

Letters to the Editor:

Letters to the editor may be submitted anytime. However, letters to the editor which are received later than the dates given for submitting articles, etc., will appear in the following edition.

Letters to the Editor must not be more than 250 words. Preference will be given to letters written by members of the CSUMB community (students, staff, faculty, and their families.)

All letters must be signed by the writer and include the address and phone number of the writer. The writer should also identify him/herself as to whether he/she is a student, and if so what year and in what major, or a member of the staff or faculty.

The Otter Realm staff reserves the right to edit letters for length, accuracy, and good taste. Letters that might be considered potentially slanderous or libelous, and which condemn or criticize an individual or group of people because of their race, ethnicity, age, professional, or physical characteristics will not be printed. Letters will not be returned.

All contributions must be submitted in MS Word via FirstClass, QuickMail or on disk. For additional information please contact Holly White at 582.3653. **OR**

CSUMB Computers Tangled in Web of Viruses

by Otter Realm staff

**Wynter Nichols, Jeff Kreer,
and others in Networking and
Computer are working hard to
purge existing infection and
protect against reinfection
of campus computers by
strains of the Microsoft
WORD macro virus.**

CSUMB, a temple for high tech devotees, can't seem to unravel itself from a web of viruses which has infected hundreds of computers around campus. The frustration abounds as clean documents come back from being reviewed by friends and colleagues, corrupt and unusable. "It's like a sexually transmitted disease; once one person gets it, if it's not treated, it gets passed on from one person to the next. It gets worse and worse," said a frustrated staff member of CSUMB.

The key to the web seems to lay in the world of Network and Computing. Wynter Nichols, Jeff Kreer, and others in Networking and Computer are working hard to purge existing infection and protect against reinfection of campus computers by strains of the Microsoft WORD macro virus. They have been utilizing a program called SCANPROT.DOT, recommended as a solution by Microsoft, with limited success since last summer and are now evaluating other software packages in hope of finding a more effective solution. A program called VirusScan 2.0 by McAfee looks the most promising so far.

The following is a brief description of both programs and how they work:

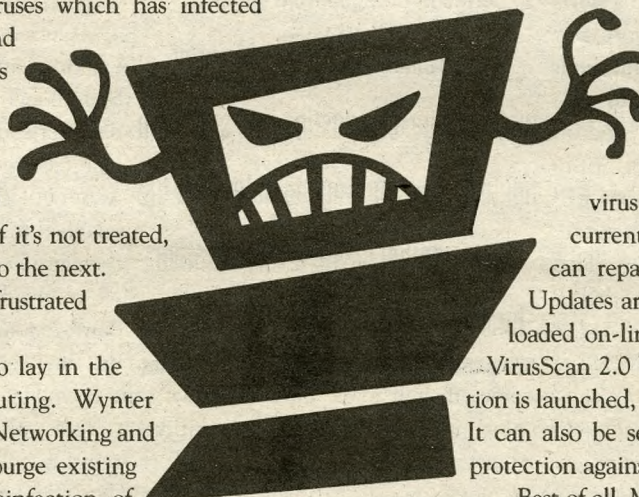
SCANPROT.DOT—The problem with scanprot is that it is not a true virus detecting application. It is designed to recognize macros attached to WORD documents and then prevent them from loading. Macros are scripts which carry out a set of predefined functions within WORD, but not every macro is viral. To prevent against infection, SCANPROT disables any macros attached to a document when it is opened in WORD whether it is a virus or not. Additionally, if WORD is launched by double-clicking on a document, then SCANPROT is bypassed and has no effect. Do not despair -- Networking and Computing are on to something that may conquer this campus wide infestation once and for all. It's called the McAfee VirusScan.

MCAFEES VIRUSSCAN — McAfee VirusScan, a long time favorite for virus protection among PC users, is now available to Mac platforms. It is being tested on a limited basis over the past couple of weeks and things look very promising.

According to Nichols and Kreer, McAfee VirusScan is based on the favorite program Disinfectant which the technical services people are using in the labs now to protect against the "nVIR" virus. The VirusScan 2.0 recognizes all currently known Macintosh viruses, and can repair document files that are inserted. Updates are readily available and can be downloaded on-line when new strains are discovered. VirusScan 2.0 becomes active any time an application is launched, a file is modified, or a disk is inserted. It can also be setup to scan at regular intervals for protection against reinfection.

Best of all, McAfee is very transparent. During set up it can be configured to do most of what it does in the background without interfering in any regular user interaction, unlike some other virus protection solutions such as SAM, by Symantec, which is extremely visible and overly intrusive to regular user interaction.

If you want to take part in the 30 days of testing now going on around campus, samples of McAfee can be downloaded from the McAfee website at <http://www.mcafee.com>. **OR**



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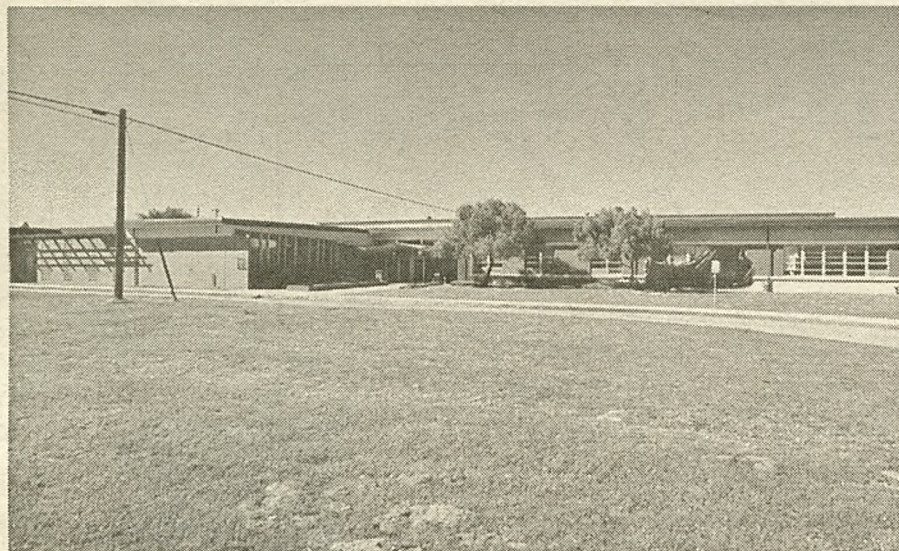
- Sign-up Rosters available at the Wellness Activity Center
- Build your own team or sign up individually
- All games to be played on Sunday afternoons at Frederick's Softball Field off Abrams Drive

For information please call 582-4833 or e-mail Kristian Crump on FirstClass. Sponsored by the Wellness, Recreation & Sport Institute and Residential Learning.



A Model for Sustainability

by Trisha Lord and David Salazar



The Pomeroy Center will be the first self-sustaining building on the CSUMB campus.

Do you ever wonder how a 40 year old masonry building could help save the earth?

That's exactly what CSUMB is intending to find out in its renovation of the University Center, Building 29 (aka Pomeroy). The design of the building will examine the economic, technical, and educational feasibility of incorporating sustainable building systems and features.

The term sustainability encompasses many meanings to various interests. As one of the goals of CSUMB's Physical Master Plan, which is currently in preparation, it is known as environmental stewardship. It is envisioned that sustainability at CSUMB will be holistic in nature incorporating physical facilities, academic programs, administrative policies, to promote and

encourage: environmental awareness, the use of regenerative systems, public health and well-being, and cost efficiency.

The Office of Facilities Planning and Development in conjunction with the students, faculty, and staff involved in the on-campus Sustainability Task Force, and the project architect (The Steinberg Group) are in the process of selecting a sustainable design architect. The design architect selected will receive input from these campus groups, as well as the University Center's program user group. The design architect will also conduct a feasibility analysis of various sustainability design systems, recommend and prioritize appropriate building design and systems, and prepare related project plans and specifications.

Some of the possibilities the design architect will be studying include energy efficiency, water efficiency, waste management, building maintenance, use of recycled building materials, short-term and long-term cost effectiveness of sustainable systems, and indoor environmental quality.

Program uses anticipated for University Center include a meeting and events hall, small retail establishments, food services, conference/lounge space, a bookstore, and outdoor dining space. The current construction schedule is for the University Center to be complete in October, 1998. If you have any questions concerning this design initiative please call The Department of Facilities Planning and Development, Principal Facilities Planner, Trisha Lord at 582-3603. **OR**

"Life"

Life isn't about keeping score
It's not about how many friends you have
Or how accepted you are
Not about if you have plans this weekend Or if you're alone
It isn't about who you're dating
Who you used to date
How many people you've dated
Or if you haven't been with anyone at all
It isn't about who you have kissed
It's not about sex
It isn't about who your family is
Or how much money they have
Or what kind of car you drive
Or where you are sent to school
It's not about how beautiful
Or ugly you are
Or what clothes you wear
What shoes you have on
Or what kind of music you listen to
It's not about if your hair is blonde
Red, black or brown
Or if your skin is too light or too dark
Not about what grades you get
How smart you are
How smart everybody else thinks you are
Or how smart standardized tests say you are
It's not about what clubs you're in
Or how good you are at "your" sport
It's not about representing
Your whole being on a piece of paper
And seeing who will "accept the written you."

Life Just Isn't

But, life is about who you love
And who you hurt
It's about who you make happy
Or unhappy purposefully
It's about keeping or betraying trust
It's about friendship
Used as a sanctity or a weapon
It's about what you say and mean
Maybe hurtful, maybe heartening
About starting rumors
And contributing to petty gossip
It's about what judgments you pass
And why
And who your judgments are spread to
It's about who you've ignored
With full control and intention
It's about jealousy, fear, ignorance
And revenge
It's about carrying inner hate and love
Letting it grow, and spreading it
But most of all
It's about using your life to touch
Or poison other people's hearts
In such a way
That could have never occurred alone
Only you choose the way
Those hearts are affected
And those choices are
What life's all about

Fact Sheet: No Doubt we Could be "Greener"

Waste Stream

- Over 40% of waste found was of a recyclable nature, i.e. green trash, plastic, paper, aluminum.

Water

- Currently, the dorms are working within the daily allotment of 35 gallons per day per student.
- Next year's GCP will focus on water consumption for the entire campus. This is very pertinent since water will ultimately determine how the CSUMB campus will grow.



Transportation

- Many single passenger cars .
- No financial incentives not to drive primarily due to the school policy to issue a parking permit to every student no matter where they live.
- Low usage of shuttle service.
- Limited or no information at bus stops detailing shuttle schedule
- Time schedule does not coincide with class schedule
- Few people bike to campus.
- Students have no where to store personal belongings and are using their cars as lockers.

This information was compiled by members of Planet Otter. For further information contact any Planet Otter member.



Interviews

Q What do you think of the colors on our building's, here on campus?

A The President's wife must be color blind —Shannon Halliwell, business sophomore

A I like the crayola affect. —Kate Strewli

I do not like the color orange. I HATE ORANGE! —Jennifer Manning, liberal studies junior

A Some of them. There are pros and cons as to whether we need a consistent tone of color on campus here. —Qun Wang, Hcom associate professor

Q If you could make one physical change to the campus, what would you do?

A More win/lows in the classrooms. —Jen L. Reeves

A Add more landscaping, and clean up the track area, it's filled with trash.

—Jennifer Manning, liberal studies junior

A Get better water. —Aisha Wright, liberal studies sophomore

A Upkeep of the landscaping, water the grass more.

—Yolanda Garza, human communications junior

A Make a more centralized quad area, emphasize it more.

—Sarah Emerson, human communications junior

A I would turn on the lights that were installed so there could be more night activities and fix the outside of the BBC to make it the prime hang-out spot on campus and I would renovate the World Theater with an additional Coffee House for another hang-out spot with movies. —Ross Miyashiro

Q What do you think of the school logo?

A I want a big otter, not a dot. —Kate Strewli

A I don't like the red dot. —Araceli Cisneros, liberal studies sophomore

A I like that they used California in it. —Aisha Wright, liberal studies sophomore

A You need to add the ocean or otters. —Shannon Halliwell, business sophomore

A It looks fine to me. Didn't we pay someone a lot of money to develop that logo? —Qun Wang, Hcom associate professor

Q We don't have school colors yet, what do you think they should be?

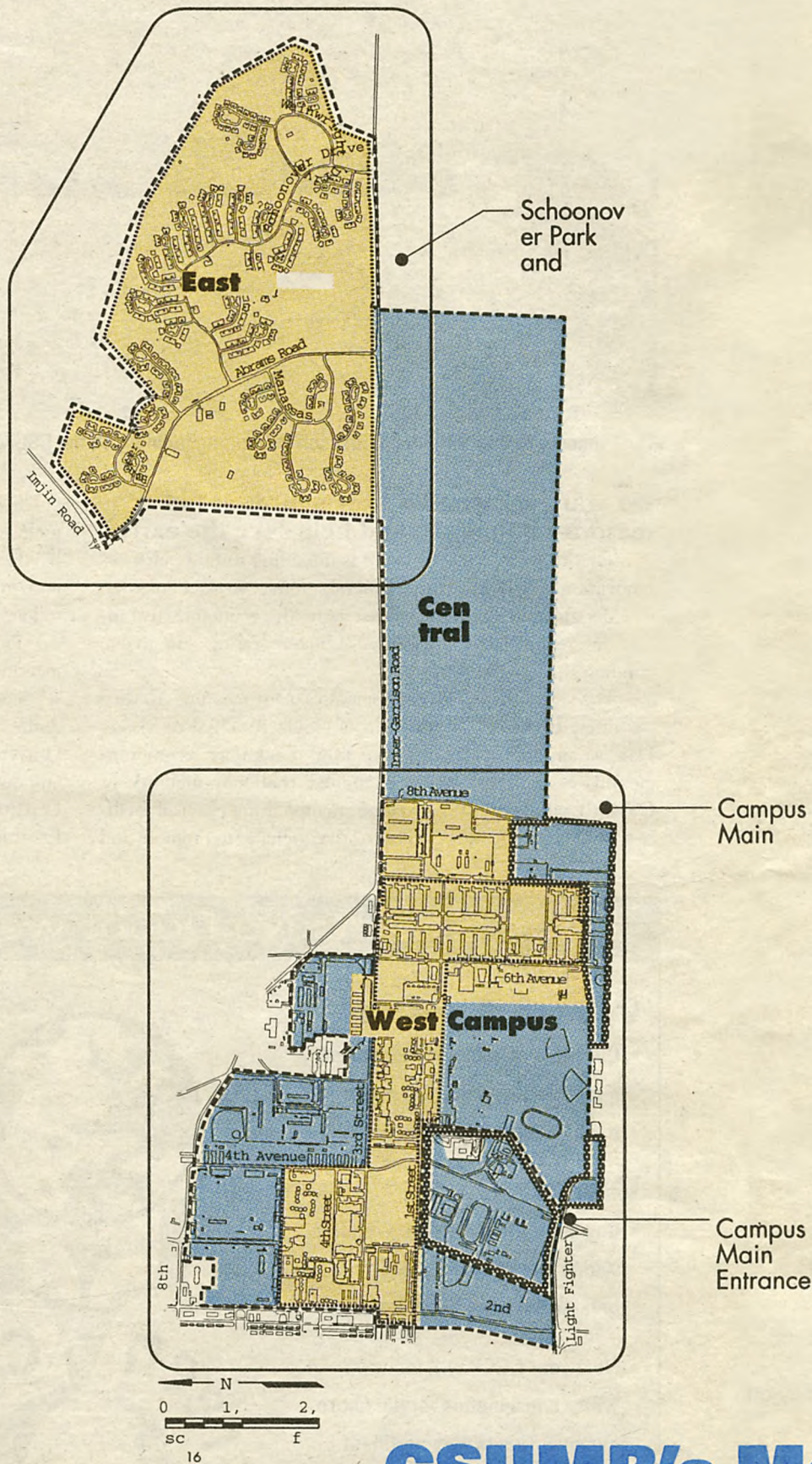
A Blue and Green. —Jennifer Manning, liberal studies junior

A I like the green and gold. —Claudia Avina, teledramatic arts and tech. sophomore

A I like the present colors of Teal, Green and Red. —Ross Miyashiro

A I would prefer blue and tan, or something to correlate with the ocean.

—Jen Wilson, Hcom senior



CSUMB's Master Planning Guide

LEGEND

--- Future

Ⓢ Campus

Ⓟ Boundary

Land Conveyance

■ Transferred

■ To be Transferred

--- Proposed Aquisition

Building Renovation

■ Phase I

■ Phase II

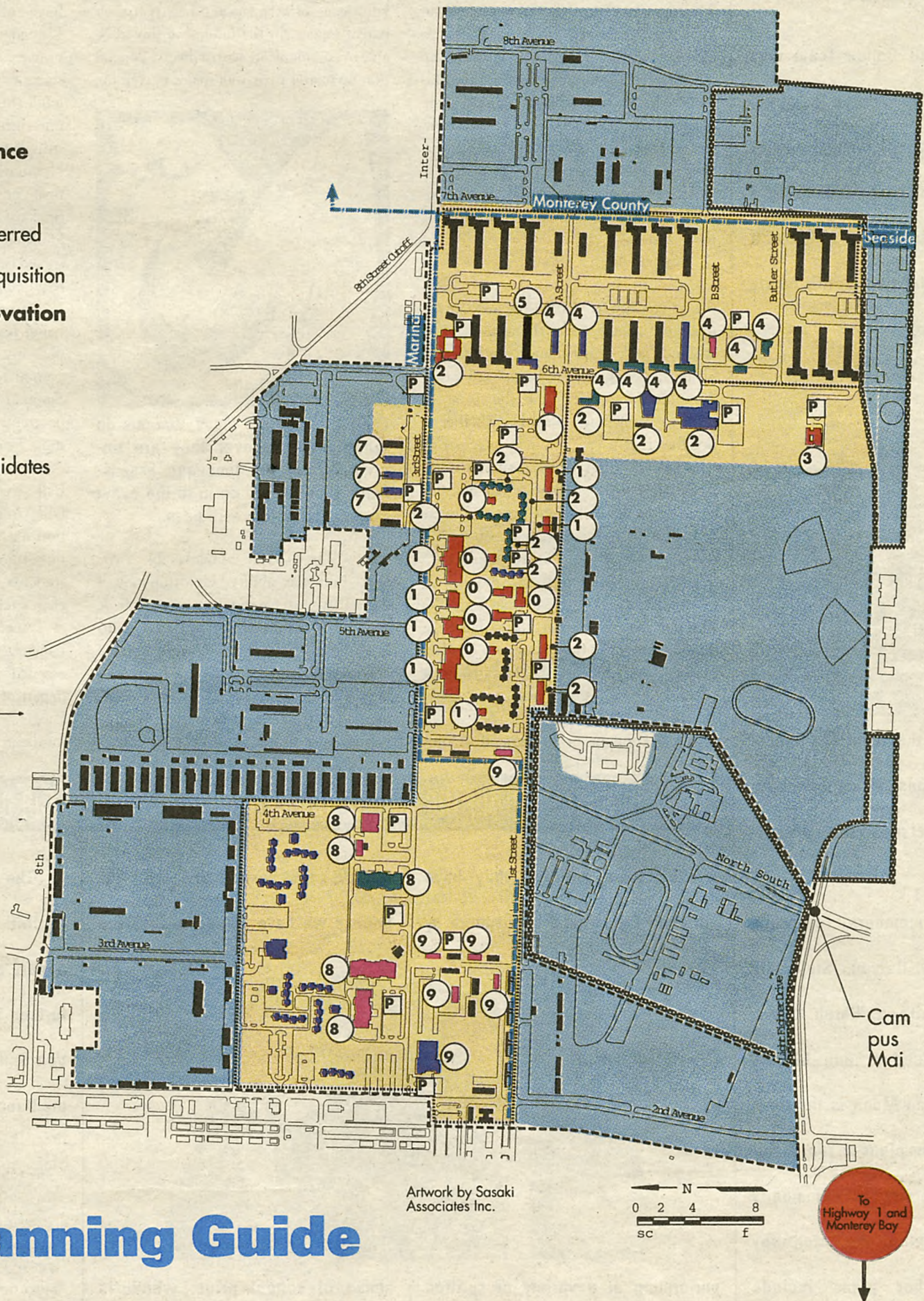
■ Phase III

■ Interim Use

■ Future Candidates

Master Plan
Enrollment: 25,000
FTE

1,354 Acres



Artwork by Sasaki
Associates Inc.

Dance Team Auditions

by Erika Von Gunden

The CSUMB Dance Team was formed in the University's inaugural year. Their first performance was at the Service Learning "Organizing a Dance Coalition" Spring '96 Show. It was a successful start for this newly organized group!



This year, the team has entertained many fans during time-outs and half-times of men's Otter basketball games.

Team members currently include: Stacy Galvan, Stephanie Smith, Lisa Bellavia, Sarah Lerma, Ericka Von Gunden, and Martha Rodriguez. Susan Moon is the team advisor. The team plans on representing the University at community events throughout the Monterey Peninsula. Other plans include attending a collegiate dance camp this summer.

Controversy

Continued from page 2

They may not learn the proper grammar, but the necessary survival skills to communicate. He feels this is what the language ULR should be about. He also feels that "We should distinguish between the ULR requirement and how it is being distributed." Secondly, one institute should not be in charge. All faculty members should play an important role in the bilingual education of their students.

Kalmar also has strong reservations in regards to the language assessment. He feels the university has made the assessment much too complicated. The assessment as it stands is designed more for a language major, rather than a student of any other discipline. He feels that the issue of language competency should be whether or not the student can communicate, not at what level they can communicate. Defensive Language Institute has had too much influence. DLI's methods are over-complicated, and extremely expensive for the University to use. There should be a difference between artificial and a real conversation. He suggests that students who are native speakers of a language should take part in the assessments of other students, and students should carry on a normal conversation, not one solely directed by an instructor, but a peer.

Ted Benbow, an integrated studies

Many feel the requirement is impractical and too stringent.

junior thinks that "It's a noble goal for every student from CSUMB to have a working knowledge of a language other than their native tongue. In the future, we should be able to communicate with a diverse population no matter what your major is, your job



Feeling boxed in? Many students do when they discover they are unprepared for the language assessment, though they go in to the exam confident that they will pass.

skills will be much more marketable if you have bilingual ability. Unfortunately, I think that we have to take a more realistic approach to our expectations of our students at this point in the development of the university. It is a far different proposition to work towards a bilingual ULR than to institute such a requirement from the onset. My suggestion is to put in place some sort of

alternative program for students without a background in foreign language and who have no current career requirements. Bilingualism should continue to be of primary concern at CSUMB and all students should be strongly encouraged to fulfill this requirement. But it is extremely unrealistic and impractical to impose such stringent requirements upon students with no interest in the field of language without first providing adequate preparation. Students attempting to graduate in the near future are put at a distinct disadvantage and should be given opportunities to bypass this requirement."

Currently many of the ULR's are being reviewed by a committee to work out any kinks they have found. The committee has proposed to offer a Summer Language Institute, study abroad programs, a language learning lab, and more faculty in the language instruction. Another suggestion is to have residential halls that are also language immersion halls, in order to attract native as well as non-native speakers as residents, and to have tutoring programs that combine ESL students with native English speakers, so each student benefits from the other.

According to the department of World Languages and Cultures, 73 students have assessed in 11 separate languages. The department worked with the Defense Language Institute to establish guidelines for the assessments. **OR**

The future is bright for the CSUMB Dance Team. Be a part of the action and audition!

The team believes they have enriched the college atmosphere by

CSUMB's first basketball season. We believe we have helped to create a



performing at a variety of spirited CSUMB events. "I think our team really added to the excitement of

sense of school pride, which is important to any university," explains team member Stephanie Smith.

The future is very bright for the CSUMB Dance Team. So come and be a part of the action. Audition! For further information, contact Ericka Von Gunden or any other member of the Dance Team. **OR**

The CSUMB Dance Team is searching for new members for the upcoming 1997-98 season. If you have dance experience and would like to represent the Otters on a collegiate dance team, this is the perfect opportunity for you! The mandatory Audition workshop is March 21, at the Wellness Activity Center from 6-9pm. Auditions will also be held at the WAC the next day, March 22, from 12-4pm.

Thoughts on Well-Being and the Quality of Life A Perspective

by Jo Ann Cannon

Wellness encompasses the emotional, psychological, physical and spiritual aspects of one's life.

I was attracted here like many others because my personal vision resonated strongly to the Vision Statement. What was eye-catching for me was the part of the statement that says "Institutional programs will value and...seek ways to contribute to the...WELL BEING of communities and the QUALITY OF LIFE and development of students, faculty and service areas." Wow, I thought..To really VALUE that and make it happen would indeed be innovative! Many organizations that I have consulted for only give lip-service, scanty planning and little or no resource allocation to quality of life issues.

It seems important to note that the concept of wellness is not pointing only to one's physical health. Wellness encompasses the much broader definition including emotional, psychological, physical and spiritual aspects of one's life. My own research interest has been in investigating high level well-being, and what specifically contributes to it.

One's personal energy system and the social/cultural environment in which that system finds itself will have many inputs and outputs that affect a perception of life quality.

"Engineering" environments that do, in fact, foster the factors which we know contribute to wellness and "quality of life" in a place of work/learning must be as much an integral part of master planning as our budgeting process or renovating buildings. The time is ripe!

President Smith laid out the challenge before us now as a transition to quality. This certainly needs to include a spot light on the "quality of life" and well-being of each individual student, staff and faculty. The body and the mind-body connection is developmentally a person's FIRST, and perhaps KEY RESOURCE for learning, academic or otherwise, at any point along the continuum of life. The mind-body connection is also a KEY RESOURCE for the "quality" of whatever we produce as faculty and staff. Will we take wellness seriously or not? It is key to focus strategic planning and resources on what it will take to preserve and/or enhance the health, and well-being of mind, body, and spirit of every member of our university community as we prepare one another for a seemingly turbulent 21st century!

I am excited that a Quality of Life self-study is underway on our campus under the leadership of Patti Hiramoto. I also

look forward to having our Institute (WRSI) be responsive to raising awareness and taking some initiative with our internal and external communities for enhancing contributing factors to high level well-being.

A key issue facing our university community now is, how do we care for, and activate a life-long care for the health and well-being of the mind, body and spirit of individuals who live within, or pass through, our doors? How do we address this concern campus-wide? How do we do it over the long-haul in a new learning environment? Shouldn't the health and well-being of body, mind, spirit be a stated core value of CSUMB? Many people on our campus are eager that our University community begins to address these questions in the ongoing master plan, for they certainly relate to and support the long-range mission of our academic affairs, lives and careers.


We have so many fabulous possibilities here in this new venture together! We must take care of ourselves and each other as we evolve.

Is it too self revealing or idealistic to say, after being here only one month, that I really want for myself, all students and my colleagues, a higher frequency of VIBRANCY and "holistic/creative sense of self" that we each deserve? After all, this is our institution of HIGHER learning?

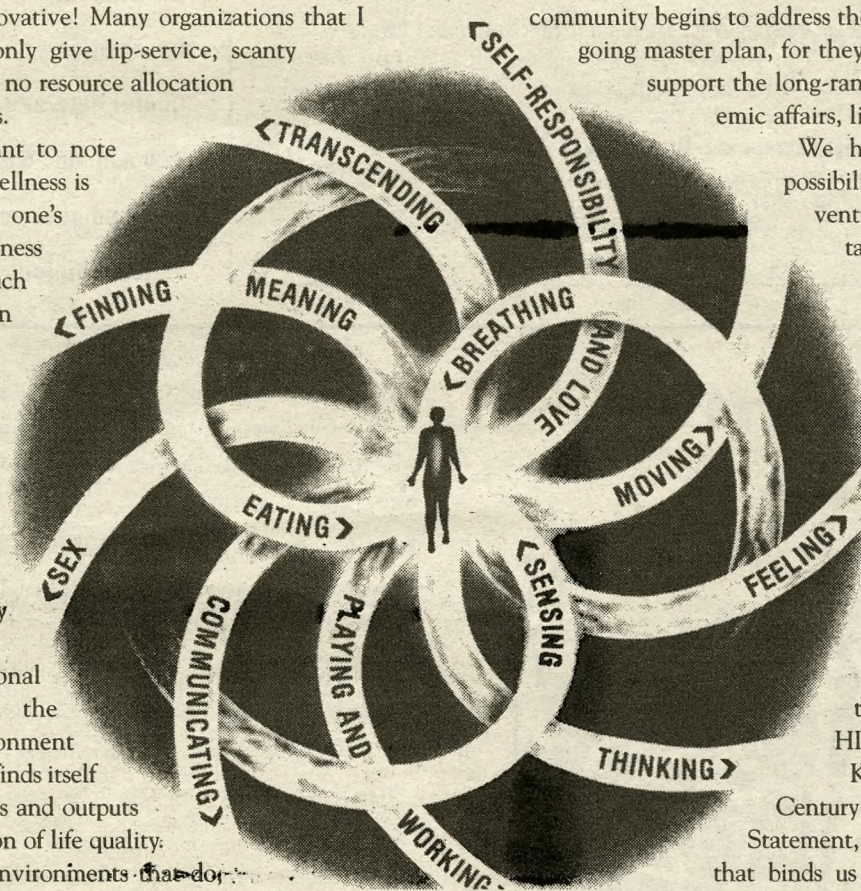
Key values for the 21st Century are upheld in our Vision Statement, almost as a force-field that binds us together. But it is my personal and professional belief that realistic

planning for the "well-being and quality of life" of CSUMB must not only be seen now to be core to the advancement of a visionary university, but essential to its long term success!

Here is a commitment I would hope all of us might consider seriously

"I have chosen to change society, but I also choose to be intelligent in the way I go about it. The future needs me well-rested, well-nourished and well-exercised." 

The preceding is excerpted from an interview with Dr. JoAnn Cannon, CSUMB's new Wellness Promotion faculty in the Wellness Recreation and Sport Institute. She is a pioneer in the wellness and quality of life movement, and has been consulting on these issues with organizations for the past 15 years before joining us this semester.



Brand New In HCOM


By Jennifer C. Wilson

Beginning in the fall of 1997 there will be some new things to look forward to in the Human Communications (HCOM) department. A minor in HCOM will be available, as well as a new revised program of Major Learning Outcomes (MLO), including a new MLO entitled Creative Production. According to the HCOM department, all details are forthcoming. Also for the fall semester, the department will be designing a Bachelor or Arts degree in English for a Single Subject Teaching credential.

The department will be organizing a series of linked courses with a theme, combining history, literature and communication. The HCOM major will also be refined during the fall semester.

New classes for fall semester are Introduction to Multicultural History of the U.S. taught by Cecilia O'Leary. This will be offered to meet the History University Learning Requirement (ULR). Francis Payne Adler will be teaching a course entitled Multicultural Poetry as well.

For the Human Communications Major program there will be several new classes offered for the fall. Suzanne LeGrande will be teaching The Politics of Clothing. Professor Alberto Ledesma will be instructing Chicano Life and History and Professor Rina Benmayor will enlighten students with Travel Literature. Another new course to hit the campus will be Ways of Knowing.

The HCOM department will also be continuing the Visiting Writers Series and the Multicultural Speakers Series. 



Aquarius: January 21 - February 19

You will be happy with your family, job, and loved ones this month. There are no excuses any more. You need to keep those relationships "flowering," or else you will lose your inner peace.

Pisces: February 20 - March 20

Your judgment is not optimal or fair, not how much you are influenced by others. The time is right for a self-analysis.

Aries: March 21 - April 20

Your friends and/or colleagues offer you the biggest challenges this month. They may ask a lot of you, or expect you to take on a difficult task. Do not underestimate yourself, but ask if it is worth the extra effort.

Taurus: April 21 - May 21

Do not be a borrower or a lender with friends this month. Mixing friendships with money matters could lead you to tough situations. Be careful!

Gemini: May 21 - June 21

This month you will find it nearly impossible to keep a secret. So if someone special needs to tell you something important, tell them maybe at a later time would be better.

Cancer: June 21 - July 21

Your job is extremely important to you, but remember that there are other things that are important as well. Take time off work and relax!

Leo: July 23 - August 22

You are sensitive to what is happening with other people. Do not take to heart everything that people say to you or that you overhear.

Virgo: August 23 - September 22

Your financial affairs may make you uneasy. Rechannel those anxieties into productive energies at work - it could lead to great things in your career.

Libra: September 23 - October 22

Your moods will swing high and low this month. Do not take events too seriously, it will make it worse.

Scorpio: October 23 - November 21

If you discover something to sing about, go ahead and sing. There is so much inside of you that remains unexpressed, that it will do you good to speak out.

Sagittarius: November 22 - December 21

Be good to yourself. Get out more, but maintain a sense of moderation, even when you may feel bolder than usual.

Capricorn: December 22 - January 19

Consider whether you are emotionally or financially dependent on others. Answering honestly will be a firm step towards self-reliance. **OR**



by Mystic Silka

Choose Your Diploma

Come and Vote!

Beginning March 17 through March 21, students can vote on one of three versions of diploma designs.

Simply go to the Student Information Center between 8:00 a.m. and 5:00 p.m. and offer your valued opinion.



The air was dead still in the Bosnian chill
Yet it cut exposed flesh like a knife
Little mice made their bed in the skulls of the dead
Somewhere, someone, searched for his lost wife

Below a great hill were remains of a kill
Where four men turned the soil up for clues
The chaff from the harvest left by ethnic cleansing
Unknown since the death of the Jews

Just outside the glare of the great working light
That drilled a gold shaft through the snow spotted night
A sentry stood by, keeping shadows at bay
With a rifle, great coat, and a UN beret

And, as he patrolled, keeping watch all alone
While the viper of cold coiled around every bone
He saw, through the snowflakes, a traveller stop
And unload a pack, on the hill, near the top

Checking in with Command, he began the slow climb
To the spot where the strange figure stood
And he hoped that the fellow was not bent on crime
Or was otherwise up to no good

©1985-1997 Carl
R. Berman, Jr., and
Lady Eveningstar
Productions

A Poem

by Carl R. Berman, Jr.



The Visitor

He approached with great caution, the man did not stir
A large panel sat on a stand
And the artisan worked at his task with great skill
With a small lamp held high in one hand
From the picture in progress one had to infer
That here was an artist who painted the land

But the closer he looked, the more he could see
That here was a landscape that never could be
For the very hills burned, there were fiends everywhere
He could almost hear screams from the souls pictured there

"Excuse me," he said, "but you should not be here
In a combat zone so late at night."
The man turned around, he was gaunt as a stone,
But his eyes had an internal light

"There's no need to fear, for I'll soon be through here
As that lantern below is so bright
I'm Hieronymous Bosch, I do paintings of Hell
And I'm here to be sure it's just right.
I've been to Albania, Germany, too,
I've seen carnage and horrors times 10.
Yet just when I think that the worst has been done.
You improve the whole process again.
So I paint the great flames and the men with no names
Who are thrown in a pit black as coal
But as sure as I'm here, the Dark One you must fear
Is the Satan within your own Soul!"

Celebrate Diversity!!!

And Enjoy Some Laughs at Multicultural Comedy Night

MULTICULTURAL COMEDY NIGHT

Second
Annual

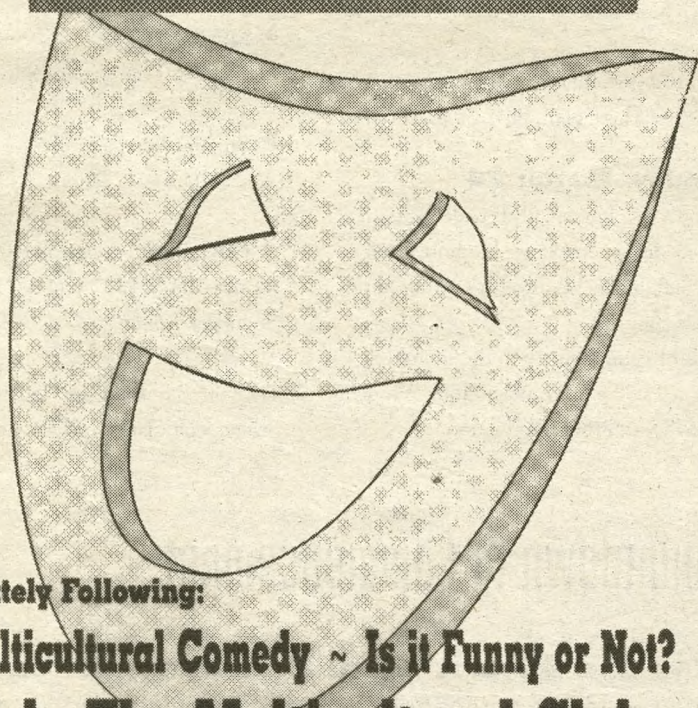
Featuring:

'5' of SF & LA's Finest
Professional Comics

FREE for CSUMB
\$5 for General

March 26, 1997
8 PM

Pomeroy Building



Immediately Following:

Multicultural Comedy ~ Is it Funny or Not?

Join The Multicultural Club
Afterwards and Express yourself!

Sponsored by the CSUMB Multicultural Club, Residential Life, and the Student Voice



he CSUMB Multicultural Club, in conjunction with Residential Life and the Student Voice are hosting the second annual CSUMB "Multicultural Comedy Night."

By the year 2000, it is almost certain there will be more people from diverse backgrounds constituting college and university populations than ever in the history of higher education. The Multicultural Club believes that working together, staff, faculty and students can directly influence the formation of a positive multicultural environment. Just like other organizations, the greatest challenge for CSUMB may be to create a climate in which the student body not only accepts and appreciates diversity, but learns to celebrate it as well. Currently, many programs of diversity focus on biases and value judgements that we as people place on each other. For the Multicultural Club the "Multicultural Comedy Night" encourages people of all different backgrounds to come together and share, through humor, merriment and stories of different cultures

This year the Multicultural Club is hosting a total of five comedians that are regulars and the Comedy Store and Punch Line in both Los Angeles and San Francisco. A key factor in contracting with a comedian for the "Multicultural Comedy Night" is to ensure that the comedians will share stories and events that are specific to their own represented culture group and NOT perpetuate the myth of their own culture group nor make fun of another. DR

This program is geared towards all CSUMB students and residents and will be offered to them free of charge. Tickets for the general public are \$5 each. The event will be taking place in the Pomeroy Building on March 26 at 8:00 p.m.

Seeking Students for Spring Graduation Events Planning Committee

Are you interested in helping to set the precedent for future CSUMB graduation ceremonies? How about events surrounding your graduation? A committee is currently being developed to plan commencement events for our Spring 1997 graduating seniors. Freshman, sophomores, juniors and especially seniors are encouraged to join in and set the standard for commencement ceremonies and events.

The committee is hungry for student input and participation so graduation can be as special and unique to CSUMB graduates as possible. There are five sub-committees: hospitality, logistics, programming, publicity, and student speakers. Please join us to give your valued input and make a significant contribution to the CSUMB graduation experience. For further information on what you can do to help make this a memorable event, please call 582-3845. **OR**



CALENDAR of EVENTS

MARCH

Monday, March 17

► Otter Realm Meeting in the Steinbeck Room at 12:15 p.m. Contact Holly White at 582-3653 for further information

Wednesday, March 19

► Student Voice Meeting in Bldg. 4 at 12:00 p.m.
► Girls in the Middle at the Greenfield Library, at 12:00 p.m. Dial 674-2614 for further information

Thursday, March 20

► Intersivity Christian Fellowship Bible Study at 3439 Spotsylvania Ct. at 8:00 p.m. Contact Mark Pupillo at 883-2468 for further information

Friday, March 21

► Inter-club Council Meeting in Bldg. 4 at 1:00 p.m.

Saturday, March 22

► Women's Network/Support Group Presidio of Monterey in Bldg. 4282, Loretta 394-2421

Sunday, March 23

► A discussion on Economics, Culture and Gender: The World of Women in Monterey will be held at the Monterey Conference Center in the Steinbeck Forum. Contact Marilyn McMorran at 372-2608 for further information
► Musical performance by pianist, Duk-Lang Kim at the Music Hall, Bldg. 30 at 3:00 p.m.

Monday, March 24

► Brown Bag lunch with President Smith. All students are encouraged to bring their lunch and discuss whatever is on your mind with Dr. Smith.
► Otter Realm Meeting in the Steinbeck Room at 12:00 p.m. Contact Holly White at 582-3653 for further information

Wednesday, March 26

► Brown Bag Video Series - Viewers Choice at the Greenfield Library at 12:00 p.m. Dial 674-2614 for further information
► Student Voice Meeting in Bldg. 4 at 12:00 p.m.
► Faculty Senate meeting begins at noon. Contact Dr. Richard Harris for location.

Thursday, March 27

► Intersivity Christian Fellowship Bible Study at 3439 Spotsylvania Ct. 8:00 p.m. Contact Mark Pupillo at 883-2468 for further information

Monday, March 31

► Otter Realm Meeting in the Steinbeck Room at 12:15 p.m. Contact Holly White for further information

MEETINGS

Student Organizations

► CSUMB Newman Community Sundays at 4:30 pm in the Community Room at the Res. Hall 201

► Inter-Club Council Fridays at 10:00 pm in Bldg. 4

► MEChA Mondays at 12:00 pm in Bldg. 6, Rm. 110

► Student Voice Wednesdays at 12:00 pm in Bldg. 4

► Otter Realm Soon-to-be Club Mondays from 12:15 p.m. to 1 p.m. in the Steinbeck Room

For more information on CSUMB student organizations, please call 582-3845.

Countdown to Commencement

May and August Graduates: Are you ready?

If you've made any changes to your learning plan, be sure and notify Admissions and Records (Bldg. 21).

December Candidates: Forms are available.

Schedule an appointment and beat the rush!! Priority deadline was March 14th